

## 610: SPECIAL NEEDS PROGRAMS (P)

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### POLICY

**The Board of Education recognizes and supports the goals for education and that these goals apply to all students, including students with special needs.**

**To help realize the goals the Board of Education will provide appropriate services and programs to special needs students which are equitable, relevant, accessible, accountable and of high quality. The Board will endeavour to ensure that these services and programs will assist special needs students to reach their individual potential in areas of intellectual, human, social and career development.**

**The Board of Education supports the philosophy of inclusion and the practice of integration for special needs students whereby special needs students have access and can be placed in age appropriate and the most enabling learning environment.**

**The Board of Education recognizes that education is a shared responsibility among parents, teachers and other service providers and that these partners must work cooperatively and collaboratively.**

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### REGULATIONS

#### 1.0 DEFINITION OF SPECIAL NEEDS STUDENTS

- 1.2 A special needs student is one who has been identified as having a disability of an intellectual, physical, sensory, emotional and/or behavioural nature, has a learning disability\_and/or has exceptional gifts ore talents.
- 1.3 The criteria for determining a special needs student is established by the Ministry of Education in the Special Education Services Manual, Manual of Policies, Procedures and Guidelines.

#### 2.0 SPECIAL EDUCATION ADMINISTRATION

- 2.1 The District Principal of Student Support Services is responsible for:
  - i) overall administration of district special education programs and personnel;

- ii) annual review of all programs, including goals, objectives and annual evaluation;
- iii) allocation of personnel required to provide and support special education programs;
- iv) supervision of Student Support Service staff.

2.2 The Principal of the school is responsible for:

- i) administration and supervision of the school based special education programs;
- ii) administration and supervision of school-based special education personnel.

### **3.0 IDENTIFICATION OF SPECIAL NEEDS STUDENTS**

3.1 School Based Identification

- i) Each school is expected to have a School Based Team (S.B.T.) whose responsibilities will be to review existing information of students who are experiencing intellectual, social, physical and/or emotional difficulties and develop an action plan;
- ii) The school Based Team can provide:
  - extended consultation on possible classroom strategies
  - planning for and coordination of services for the student referral for additional school, district, community or regional services
  - planning and coordination of services
- iii) The School Based Team shall minimally be composed of:
  - administrative officer
  - Learning Assistance teacher/Resource Room teacher
  - student's referring classroom teacher
  - appropriate Student Support Services personnel
  - education assistant(s) who are working with the referred students(s).
- iii) The School Based Team is responsible for appointing the Case Manager who should be a S.B.T. member.

3.2 District Identification

- i) Students requiring formal assessments are referred to the appropriate Student Support Services resource person responsible for the administration and interpretation of the assessment;
- ii) A written report of each formal assessment is to be provided and shared with the school and the parent;
- iii) Each report should minimally contain:

- reason for referral
  - assessment results
  - recommendations for interventions
- iv) Students who meet the criteria for the special needs categories as outlined in the Manual of Policies, Procedures and Guidelines should be identified; Students identified as special needs must be reported in the annual Special Needs data collection.

## **4.0 PROGRAMMING FOR SPECIAL NEEDS STUDENTS**

### **4.1. Individualized Education Plan (I.E.P.)**

- i) Each identified Special Needs student shall have an I.E.P. which will describe the program modifications and/or adaptations for the student and identify the services to be provided;
- ii) Development of the I.E.P. shall minimally involve:
- a school administrator
  - the case manager
  - the student's classroom teacher
  - the school's Learning Assistance teacher
  - Student Support Services personnel
  - teacher assistant(s) working with the student
  - the student's parent, and where practical the student
- iii) Each I.E.P shall include:
- the students present level of educational performance
  - the learning outcomes established for the student for that school year
  - the required adaptations/modifications for the student's instructional program and educational resources
  - the support services to be provided
  - the names of the personnel who will be providing the educational services and support services
  - period of time and process for review of the I.E.P.
- iv) The Case Manager is responsible for coordinating, developing, implementing and monitoring the I.E.P. Each I.E.P. is to be reviewed at least once in the school year;
- v) Copies of the I.E.P. should be filed in the student's file and the student's district special education file. A copy of the I.E.P., shall be given to the student's parent and where applicable to the student.

## **5.0 REPORTING STUDENT PROGRESS**

- 5.1 Student progress reports for students with special needs should be provided in the same format, same schedule, and same reporting form used for all students in the school ; Student progress reports should be anecdotal and based on the student's I.E.P.
- 5.2 Student progress reports should not include letter grades where learning outcomes are not being met.

## **6.0 GRADUATION FOR SPECIAL NEEDS STUDENTS**

- 6.1 Upon completion of their public schooling, and the recommendation of the school principal, special needs students will be awarded the Ministry of Education's Secondary School Leaving Certificate;
- 6.2 Presentation of the School Leaving Certificate will take place at the same time, place and manner as all other graduates.

## **7.0 PUPIL RESPONSIBILITIES AND DISCIPLINE**

- 7.1 Generally Special Needs Students are expected to abide with the Code of Conduct, rules and policies established by the school;
- 7.2 Some modifications in conduct and discipline may apply to individual special need students, but such modifications should be addressed in the student's I.E.P.

## **8.0 TRANSPORTATION FOR SPECIAL NEEDS STUDENTS**

- 8.1 Transportation by district school bus will be provided within the district walk limits when it is determined that a student is incapable of walking to school due to a physical or mental handicap. Pick up and drop off location of the student is to be determined in consultation with the parent and the transportation supervisor;
- 8.2 Transportation may take the form of a mileage allowance when district school bus transportation is not available

## **9.0 DISPUTE - APPEAL PROCEDURES**

- 9.1 The District Principal of Student Support Services, in consultation with staff, will seek to resolve disputes regarding referral, assessment, program, placement or reporting.
- 9.2 Formal appeals shall be made according to Policy 115 - Appeal of Decision by an Employee.